



State of Rhode Island and Providence Plantations
DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
Shepard Building
255 Westminister Street
Providence, Rhode Island 02903-3400

Angélica Infante-Green
Commissioner

Enclosure 6b4
December 3, 2019

December 17, 2019

TO: Members of the Council on Elementary and Secondary Education

FROM: Angélica Infante-Green, Commissioner *A. Infante*

RE: **RISE Prep Mayoral Academy - Charter Renewal Approval**

RECOMMENDATION:

THAT, the Council on Elementary and Secondary Education move to renew the charter of RISE Prep Mayoral Academy for 5 years, for the term beginning with school year 2020-21 expiring at the end of school year 2024-25.

Enclosed Documents:

The following documents provide further detail regarding the Commissioner's recommendation and analysis contributing to that recommendation:

- **Commissioner's Recommendation Overview:** including an overview of the charter.
- **RIDE's Renewal Report:** containing detailed information regarding the performance of the charter and findings as a result of the renewal site visit.
- **Charter's Response:** including additional information and context provided independently by the charter in regards to the renewal recommendation and report.
- **Annual Performance Dashboards:** containing detail on performance ratings for each school and each year of the charter's term.



RISE Prep Mayoral Academy

Overview of Commissioner’s Charter Renewal Recommendation

Recommendation: 5-Year Renewal

Charter Overview:

Current Charter Overview			
Charter Type	Mayoral	2018-19 Grades Served	K-3
School-Year Opened	2015-16	2018-19 Enrollment	220
Current Charter Term	2015/16 – 2019/20	Authorized Enrollment	729 (grades K-8)
Enrolling Communities	Burrillville, North Smithfield, Woonsocket	Location(s)	Woonsocket

School Mission and Model	
School Mission:	The mission of RISE Prep is the following: “Through a structured learning environment, rigorous college-preparatory curriculum, and character education, RISE Prep Mayoral Academy educates K-8 scholars for success in college and a life of community engagement.”
School Model:	The school’s model was the result of a school leadership training fellowship with Building Excellent Schools. Its core values are represented in the school’s name: Respect, Integrity, Self-determination, and Excellence. The school is grounded in three guiding beliefs: 1) all students can achieve at high levels, 2) college preparation starts in kindergarten, and 3) character education has a significant impact on student achievement. The model focuses on a rigorous college preparatory curriculum focused on literacy and math, longer instructional days, inclusive instruction, and a joyful school culture built in partnership with families and communities.

Renewal Recommendation Overview:

Summary of Recommendation	
Recommended Action:	The Commissioner recommends that the Council on Elementary and Secondary Education move to <u>renew</u> the charter of RISE Prep Mayoral Academy for <u>5 years</u>.
Recommended Charter Term:	From SY2020-21 through SY2024-25
Recommendation Key Points:	<p>The 2018-19 school year was the first year academic performance could be evaluated since it was the first year the school had tested grades (third grade) for the state assessment. The school did not receive a star rating last year on statewide accountability system, as it was a growing charter that had not yet reached the grades needed to measure achievement and growth.</p> <p>In 2019, the school exceeded expectations on the Academic Performance indicator, receiving 5-stars on the statewide accountability system due to overall Achievement. To note, on the 2019 RICAS, RISE Prep outperformed the state with 76% proficiency in ELA (versus the state 38.5%) and 66% proficiency in Math (versus the state 29.8%)</p> <p><u>Financial Management:</u></p> <p>Over the course of its term, the school has not met expectations on the charter financial performance indicator. However, the school has focused on improving financial stability. The school was able to purchase and renovate their current facility and move in March 2019. The school’s FY19 audit is complete and shows the school in an improved financial position. The purchase and financing of the new building and steady enrollment from suburban sending communities has improved the school’s financial stability.</p>



RISE Prep Mayoral Academy

Overview of Commissioner’s Charter Renewal Recommendation

Recommendation: 5-Year Renewal

Overview of Charter Performance Ratings:

The following table depicts the charter’s performance according to the Charter Performance Review System. For more detail on performance ratings, please see the charter’s renewal report and annual performance dashboards.

Current Performance Ratings: RISE Prep Mayoral Academy					
Indicators		SY15-16	SY16-17	SY17-18	SY18-19
Academic	(1A) School Performance	NR	NR	NR	E
	(1B) School Comparison	NR	NR	NR	NR
Sustainability	(1) Financial	NR	DNM	DNM	DNM
	(2) Organizational	M	M	M	M
	(3) Compliance	M	M	M	M
Renewal Process Tier		No Tier. In-Depth Renewal Process			
Updated Tier Designation		Tier 3 (Financial)			

Ratings Key			
E	Exceeds Expectations	DNM	Does Not Meet Expectations
M	Meets Expectations	NR	Not Rated
A	Approaches Expectations	NA	Not Applicable



RISE Prep Mayoral Academy Renewal Report | 2019

ABOUT THIS REPORT

In 2015, RIDE embarked on a process to revise the existing charter performance framework based on lessons learned over 5 years of implementation and alignment to national best practice. The updated [Charter School Performance Review System](#) was created in collaboration with a committee of charter school practitioners and the National Association of Charter School Authorizers. The purpose of the revision was to increase transparency of charter performance review, provide clarity on charter's performance annually, and ensure consistency of decisions that prioritize the school's academic performance. The 2016-17 school year was the first year of implementation, and all charter schools received 2015-16 performance ratings applied retroactively to initiate the new performance framework.

This report comprises performance ratings for the previous four years of the charter's term (2015-16, 2016-17, 2017-18 and 2018-19). Performance ratings utilize data from school-generated annual reports and other RIDE monitoring results. As part of the renewal process, RIDE provided initial renewal tier designations, based off the two most recent years of available data, to inform the renewal process. The final tier designation is updated based on results from the 2018-19 school year.

RISE Prep Mayoral Academy (RISE Prep) initially received a "No Tier" designation, as it has not had tested grades for the purposes of statewide accountability and academic performance ratings. The school followed an in-depth renewal process. The renewal site visit was conducted over a three-day period in late April 2019. To prepare for the site visit, the team, comprised of RIDE staff, reviewed the charter's performance reports to date, the charter's renewal application, and programmatic and organizational documentation submitted by the school. The site visit consisted of classroom observations and interviews with the charter school board, all members of the school's leadership team, teachers, parents, and students. The site visit is an integral part of the team's ability to corroborate information provided by the charter school, follow up on areas of the school's operations that are not meeting performance expectations and ensure the team has gathered information to help determine performance ratings for the Organizational and Compliance Indicators.

CHARTER OVERVIEW

RISE Prep is a mayoral academy, serving students from Burrillville, North Smithfield and Woonsocket. The chartered opened in 2015, and can enroll up to 729 students in grades K-8. The school is located in Woonsocket, having moved into its new location in March 2019. Mayoral academies are schools created by a mayor of any city or town within the state of Rhode Island, acting by or through a nonprofit organization. As such, the chair of RISE Prep’s board of directors is the Mayor of Woonsocket. Rhode Island Mayoral Academies (RIMA) a non-profit organization provided start up school supports and start up financial assistance. The school’s enrollment is limited for Woonsocket students up to 50% (40) of seats per grade. Due to this, the school’s enrollment pattern is lower than originally intended.

The school’s model was the result of a school leadership training fellowship with Building Excellent Schools. Its core values are represented in the school’s name: Respect, Integrity, Self-determination, and Excellence. The school is grounded in three guiding beliefs: 1) all students can achieve at high levels, 2) college preparation starts in kindergarten, 3) character education has a significant impact on student achievement. The model focuses on a rigorous college preparatory curriculum focused on literacy and math, longer instructional days, inclusive instruction, and a joyful school culture built in partnership with families and communities.

The mission of RISE Prep is the following: *“Through a structured learning environment, rigorous college-preparatory curriculum, and character education, RISE Prep Mayoral Academy educates K-8 scholars for success in college and a life of community engagement.”*

Enrollment Demographic Information

Descriptive demographics are based on October enrollment data reported to RIDE by the charter school and reported publicly by RIDE.

	2015/16	2016/17	2017/18	2018/19
Total Enrollment	48	96	161	220
Free/Reduced Lunch Eligibility	47.9%	55.2%	50.3%	52.7%
Students Receiving Special Education Services	6.3%	8.3%	13.7%	11.4%
Students Receiving ESL Services	0%	1.0%	3.7%	5.5%
Multiracial	8.3%	8.3%	7.5%	9.5%
African-American	4.2%	4.2%	6.2%	6.4%
Latino/Hispanic	25.0%	22.9%	23.0%	21.4%
Native American	0%	0%	0%	0%
Asian	4.2%	5.2%	5.6%	5.9%
Pacific Islander	0%	0%	0%	0%
White/Caucasian	58.3%	59.4%	57.8%	56.8%

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PERFORMANCE OVERVIEW

RISE Prep received a “Tier 3” final tier designation for the renewal process due to its overall ratings in Financial Sustainability. RISE Prep initially received a “No Tier” designation, as it has not had tested grades for the purposes of statewide accountability and academic performance ratings.

In its first year of eligibility for state testing, RISE Prep received an “Exceeds” expectation in School Performance. Furthermore, the school received a “Meets” expectations rating or better on each overall Organizational and Compliance sustainability indicators. In all applicable years, the school did not meet expectations on the Financial Performance Indicator. Additional information for each indicator and criteria rating is included in this report.

Each indicator’s specific criteria ratings inform an overall indicator rating. Each charter receives a detailed annual performance dashboards that identifies ratings for each individual criteria and overall indicators. These performance dashboards accompany the renewal report.

Indicators		SY15-16	SY16-17	SY17-18	SY18-19
Academic	(1A) School Performance	NR	NR	NR	E
	(1B) School Comparison	NR	NR	NR	NR
Sustainability	(1) Financial	NR	DNM	DNM	DNM
	(2) Organizational	M	M	M	M
	(3) Compliance	M	M	M	M
Renewal Process Tier		No Tier. In-Depth Renewal Process			
Updated Tier Designation		Tier 3 (Financial)			

Ratings Key			
E	Exceeds Expectations	DNM	Does Not Meet Expectations
M	Meets Expectations	NR	Not Rated
A	Approaches Expectations	NA	Not Applicable

PRIMARY INDICATOR: ACADEMIC PERFORMANCE

School Performance			
SY15-16	SY16-17	SY17-18	SY18-19
Not Rated	Not Rated	Not Rated	Exceeds Expectations
<p>Summary: Academic data is not available for the 2015-16, 2016-17 and 2017-18 school years. School year 2015-16 was the first year of the school’s operation, during which the school only served Kindergarten, a grade that does not participate in the state assessment. In academic year 2018-19, the school grew into grade three, the first tested grade. Therefore, the accountability results for academic year 2018-19 will be the academic performance measure under consideration for the renewal.</p> <p>In the 2018-19 school year, the school earned 5-stars on the statewide accountability system.</p> <p>Through review of documents, the charter’s renewal application, and on-site interviews, there is evidence that the school utilizes internal academic data to evaluate its student achievement. The school relies on the monitoring and tracking of results from unit assessments, exit tickets, and the NWEA MAP assessment. Additionally, it implements RTI cycles for any students who are falling behind in a skill or standard.</p>			

School Comparison			
SY15-16	SY16-17	SY17-18	SY18-19
Not Rated	Not Rated	Not Rated	Not Rated
<p>This sub-indicator is only rated if the results of the 2018-19 school year approached or did not meet expectations in School Performance.</p>			

SUSTAINABILITY INDICATOR 1

Financial Performance			
SY15-16	SY16-17	SY17-18	SY18-19
Not Rated	Does Not Meet Expectations	Does Not Meet Expectations	Does Not Meet Expectations



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Summary

The charter received an overall “Does Not Meet Expectations” annual rating in Financial Performance for each applicable year of its term. Financial ratings are based primarily on the charter’s audit and therefore, financial information lags a year. For example, financial ratings for 2018-19 are based on the charter’s FY18 audit. Therefore, its first audit (FY16) is reflected in performance ratings for the 2016-17 school year.

The board is involved in fiscal oversight of the charter and relies on the Director of Finance and HR to manage and report out on the budget quarterly and projections. The board’s focus has been on financial implications of under enrollment from Burrillville and North Smithfield and the purchase of and move into the new building. The charter’s FY19 audited financial statements, while not included in these ratings, are available and show the school in an improved financial position, largely due to the purchasing of the new school building. FY19 audit figures, will be reflected in financial ratings for the 2019-20 school year. Additional information regarding financial management can be found in Compliance criteria 3.20-3.28.

<i>1.1 Current Ratio</i>	The charter did not meet expectations in any applicable year. Over the three available fiscal years (FY16, FY17, FY18), the charter’s current ratios were 0.34, 0.31 and 0.41, respectively.
<i>1.2 Unrestricted Days of Cash</i>	The charter did not meet expectations in any applicable year. Over the available fiscal years (FY16, FY17, FY18), the charter’s days cash on hand were 11.47, 1.13 and 3.83, respectively.
<i>1.3 Debt to Asset Ratio</i>	The charter did not meet expectations in any applicable year. Over the three available fiscal years (FY16, FY17, FY18), the charter’s debt to asset ratios were 1.08, 1.96 and 1.15, respectively.
<i>1.4 Total Margin & 3-Year Aggregate Total Margin</i>	The charter did not meet expectations or approached expectations in each applicable year. In the first two available fiscal years (FY16 and FY17), the charter’s total margins were negative at -0.10, and -0.14 respectively. In FY18, the charter approached expectations because while the total margin was positive at 0.06 the three-year aggregate margin was negative at -0.037.
<i>1.5 Debt Service Coverage Ratio</i>	The charter did not meet expectations in 2016-17 (FY16). The remaining years this rating was not applicable because the charter did not have principal or interest payments in FY17 or FY18.

SUSTAINABILITY INDICATOR 2

Organizational Performance



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SY15-16	SY16-17	SY17-18	SY18-19
Meets Expectations	Meets Expectations	Meets Expectations	Meets Expectations
<p>Summary: All annual ratings and each criteria of this indicator have been rated “Approaches, Meets or Exceeds Expectations.”</p>			
<p><i>2.1 Organizational School-Specific Goals</i></p>	<p>School-specific goals were not established over the course of this term.</p>		
<p><i>2.2 School Environment</i></p>	<p>The charter approached or met expectations in this criterion in each applicable year. The charter’s attendance rate in 2017-18 was 94.00%, less than the state elementary school average of 94.58%, approaching expectations for this criterion. In 2018-19, the charter’s attendance rate was 95.1%, greater than the state elementary school average of 94.32%. Student retention also met expectations with over 80% of students choosing to return to the school each year. Demand for the school is high, and the school’s waitlist has consistently comprised over 50% of available seats.</p> <p>The school utilizes a variety of tactics, systems and structures to engage parents and families. The school has an active Family Leadership Committee (FLC) that organizes family events, teacher appreciation and community outreach efforts with the support of the Head of School. In interviews, parents and teachers echoed similar communication expectations, including home visits every school year. The school hosts regular coffee with the Head of School, Math and Literacy nights in addition to family-teacher conferences.</p> <p>SurveyWorks data show 61% (the state average is 64%) of students responding favorably to questions related to school climate, and 93% (the state average is 71%) of families responding favorably to questions related to school climate.</p>		
<p><i>2.3 Equity and Access</i></p>	<p>Use of attrition data and applicant pool composition were not a factor of this criterion until the 16-17 school year. The charter met expectations each year.</p> <p>School administrators closely track changes to enrollment and reports enrolment shifts at each board meeting. The school uses a withdraw form and survey to understand why families leave. The most common reason is families moving out of the catchment area.</p> <p>The family engagement coordinator is responsible for recruitment strategies from each of the three enrolling districts. Strategies include recruiting at local community centers, head start programs, libraries, connecting with various parent groups on social media, and placing traditional advertisements targeting the suburban districts. Due to under enrollment from the two suburban districts, recruitment efforts are more focused on those districts. Administrators have noted an increase in students</p>		



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	<p>with IEPs from the sending districts and an increase in the numbers of English learners.</p> <p>The school serves students residing in Woonsocket, Burrillville and North Smithfield. There is a cap on the number of students that can be admitted from Woonsocket and there is a long waitlist of families from Woonsocket. Applicants from the suburban districts have consistently increased over time, but there is not yet a waitlist for the suburban communities. The most recent demographic data is similar to a mix its sending districts regarding the percentage of students with disabilities, students eligible for free or reduced priced lunch and students who are English learners.</p>
<p><i>2.4 Dissemination</i></p>	<p>The 2016-17 school year is the first year this criterion was evaluated. The charter approached or met expectations each year. Document review and the renewal site visit showed that sharing best practices and resources is an area of growth for the school as the organization matures. As a BES (Building Excellent Schools) school, RISE Prep has a partnership with Building Excellent Schools for leadership fellows to shadow the Head of school for one to two months. This program enables hands on learning opportunities for the fellows. The school leader and board each shared that this is an area of growth for the school, particularly building relationships with traditional districts and charter schools in Rhode Island.</p>
<p><i>2.5 Board and Leadership Quality</i></p>	<p>The charter met or approached expectations each year. The board currently has 10 voting members who must reside in or otherwise represent one of the sending districts. The board operates a standing Governance committee and currently operates a Head of School Evaluation committee and newly formed (as of 2018) finance committee.</p> <p>Stakeholder interviews a shared understanding among school leadership and Board members of the autonomies of the school leadership team. The Board specifically noted their role to oversee the budget and fiscal health of the school, its financial and safety policies and wider governance issues. The board explicitly stated they do not weigh in on the education program management or operation of the school. The school leadership team noted that all decisions funnel up to the Head of School, and day-to-day decisions are dealt with at the leadership team level. Faculty and staff share the same expectation for communication routines and decision-making processes related to both immediate school issues and monthly tracking of data, roles and responsibilities. School leadership noted that, in partnership with the board, the school needs to re-evaluate how it sets board agendas and brings policies for board consideration. Currently, the board is heavily reliant on the Head of School and the school leadership team to plan meetings and set agendas for each board meeting. To date, the board has been heavily focused on short-term crisis, facility needs, budgets, and emergent issues and setting goals related to fiscal health and facilities. School leadership expressed a desire to have its board more proactively involved in operational priority setting, as well as academic goal setting, and in creating or revising the policies and procedures that serve as the foundation for the school.</p>

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	<p>The Board holds the Head of School accountable through an annual formal process utilizing an Evaluation committee. The evaluation involves feedback from the Head of School’s managers, peers and direct reports. The board has set clear expectations for what information is provided to them through the Head of School monthly report.</p> <p>Since 2018-19 is the first year the school was eligible to take RICAS with their third grade class, the school relied on data from NWEA MAP interim assessments. Through the head of school report, the board is informed of enrollment, culture building and academic progress. Both the board and school leadership stated a school wide academic goal of 80% of students proficient on the state assessment. The Board and School Leadership team are monitoring progress to academics, and as more data becomes available to corroborate internal academic assessment data, the board has an opportunity proactively engage more deeply in academic goal setting.</p>
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SUSTAINABILITY INDICATOR 3

Compliance			
SY15-16	SY16-17	SY17-18	SY18-19
Meets Expectations	Meets Expectations	Meets Expectations	Meets Expectations
Summary: The charter met expectations on each criteria over the course of the term.			
<i>Student Rights</i> (3.1 - 3.5)	<p>Over the course of the term, the charter met expectations, for each of the criteria associated with student rights, according to the various RIDE offices responsible for monitoring civil rights, special education, English learners, and Title 1. The school utilizes a six-week RTI cycle to monitor and support all students. Special education assessment is recommended after multiple RTI rounds. Each grade has a special education lead who is responsible for weekly progress updates to the whole grade level team. The program for students who are English learners is building out as the EL population in the school grows. All scholars complete the home language survey, and take the ACCESS assessment as required. Currently, the school has one EL certified instructor who pushes into classrooms and provides services on a one on one scheduled basis as well. The school plans to have 1 EL instructor per grade and mirror the many of routines for special education monitoring and services.</p> <p>The charter has submitted the charter school applicant report each year and its lottery process was monitored in the 2018-19 school year. The school’s lottery is monitored each year by third-party independent auditors.</p>		



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<p><i>Employee Management</i> (3.6 - 3.8)</p>	<p>Over the course of the term, the charter met expectations for each of the criteria associated with employee management according to the various RIDE offices responsible for certification and educator evaluation.</p> <p>The Head of School evaluates the school administrators using a 36 review process, mid-year check ins, self-evaluation and end of year review.</p> <p>The employee handbook codifies human resources procedures and addresses employee rights, including a process to file complaints. In the most recent available year, the school retained 100% of its teachers.</p>
<p><i>Health and Safety</i> (3.9-3.12)</p>	<p>The charter met expectations for each of the criteria associated with health and safety, according to the various RIDE offices responsible for school health services and food service.</p> <p>The charter provided documentation of facilities inspections and other related documentation. The school moved into to a new building in March of 2019.</p> <p>The student and family handbook addresses policies and procedures for student safety and behavior expectations. Parents noted that the new building feels very safe and has more security measures in place than their previous school building.</p>
<p><i>Educational Program</i> (3.13-3.16)</p>	<p>The charter met expectations each year. Document review and the renewal site visit corroborated the school’s implementation of its essential program elements as outlined in its charter. Specifically, enacting its core values of Respect, Integrity, Self-determination, Excellence. The model focuses on a rigorous college preparatory curriculum focused on literacy and math, longer instructional days, inclusive instruction, and a joyful school culture built in partnership with families and communities. The visit team noted that joy may be difficult to measure or observe but was not immediately apparent in the routines of classrooms.</p> <p>There was evidence from document review and the renewal site visit that the school utilizes curriculum that is aligned to statewide standards in all units, grades and core subjects. As the schools grows by grades it is documenting and compiling curriculum for the next grade the summer prior to the start of the year.</p> <p>The charter has submitted all required information via statewide data reporting tools including but not limited to TCS, enrollment and attendance.</p> <p>The charter’s school calendar complies with the required length of school day and year.</p>
<p><i>School Leadership</i> (3.17-3.19)</p>	<p>The charter met expectations in each of the criteria associated with this compliance area. The board’s bylaws include a conflicts of interest policy. The committee structure outlined in the bylaws is active. The board files its meeting agendas with the Secretary of State and meetings are open to the public as required by state law. The board’s bylaws reference Rhode Island Mayoral Academies (RIMA) as having authority to appoint up to three board members. RIMA is currently an inactive organization and the</p>

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	board and school leader acknowledged the need to update the bylaws.
<p><i>Financial Management (3.20 - 3.28)</i></p>	<p>The charter met expectations each year with the exception of 2018-19. In the FY18 budget the school’s auditors identified one material weakness (criterion 3.27) related to segregation of duties. The finance committee, newly formed in 2018, of the Board meets at least monthly and works with the Director of Finance and HR on monitoring the budget. The Director of Finance and HR is responsible for providing budget projections to the board and monitoring the school’s performance on RIDE’s financial metrics. The finance committee and board are prepared to mitigate extenuating circumstances that would affect finances by ensuring a buffer is built into every budget and working to secure a line of credit in the future. The board is focused on improving the school’s cash position among other financial metrics. The board and school leadership all noted that the facility purchase and move will set RISE Prep up to be in a much stronger financial position. The charter’s FY19 audited financial statements are available and show the school in an improved financial position, largely due to the purchasing of the new school building. FY19 audit figures will be reflected in financial ratings for the 2019-20 school year.</p>



RISE Prep Mayoral Academy
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30 Cumberland Street
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November 25, 2019

Council on Elementary and Secondary Education
State of Rhode Island and Providence Plantations
Department of Education
255 Westminster Street
Providence, RI 02903

Dear Members of the Council on Elementary and Secondary Education,

We are grateful for the opportunity to respond to the renewal report prepared by RIDE's team. We found the renewal process to be helpful and thought-provoking. As a data-driven organization, we have always believed that the only way to get better is to have an accurate and realistic understanding of where we are now.

We agree with the report as written and would like to add additional context and updates. In reviewing our documentation and visiting our school, RIDE's renewal team found that we met or approached expectations in all areas except for our financial performance. As noted in the report, because the metrics rely on audited financial data, the financial performance indicators lag by one year, and thus include only our first three years of financial data. These three years were extraordinarily challenging by any measure available.

The root cause of RISE Prep's greatest financial challenge during these years was the unavoidable accumulation of unsecured debt. Recognizing that owning our own space would be more stabilizing than renovating rented space and accumulating more unsecured debt, we set out on the Necessity of School Construction process. In partnership with Rhode Island Mayoral Academies and Nonprofit Finance Fund, we were able to secure the Council's approval to acquire a permanent home. While our debt load has increased, the debt is secured by real assets, greatly improving our financial performance and stability.

RISE Prep completed its FY19 audit in October 2019. That report can be found on our website, linked [here](#). We are incredibly proud to report that we have achieved a positive net asset balance and met all but one of RIDE's financial performance metrics. Both the three-year aggregate and current year margins are positive. The current ratio is greater than 1, and we are reporting 32 days of unrestricted cash, and 28.6 days of cash overall when Federal Funds are included. RISE Prep's debt service coverage ratio is 9. The school is required to maintain a 1.2 debt service coverage ratio to meet the covenants of the 30 Cumberland Street loan. RISE Prep is approaching expectations in one metric, the Debt to Asset ratio. For FY19, it is .95. We expect to meet that expectation in the years to come.

We would like to note one potential issue with the ways Days Cash is calculated. RIDE's official metric excludes Accounts Receivables and Pre-Paid Expenses from the unrestricted cash and cash equivalents. It also uses all of the expenses reported on the Income Statement. Using this formula, RISE Prep's days' cash is 28.6. In our case, our Accounts Receivables is comprised of Title and IDEA funds only.

The expenses figure used in the calculation includes the full years' worth of federal expenditures supported by those cash reimbursement requests. Under this method, all of the federal expenses are included in the calculation, but only a percentage of the revenue is included due to the timing of federal reporting and cash reimbursement. If the goal is to get a sense of the truly unrestricted days cash, then federal funds should be fully excluded from the operating expense portion of the formula along with the federal revenue and cash owed. Excluding the federal funds from the calculation shows that RISE Prep's unrestricted days cash is 32. While we are pleased with either days cash figure, we do feel that either Accounts Receivables should be included as a cash and cash equivalent, or Federal funds should be excluded from the calculation.

In prior years, the school's auditors issued management letters stating that we need to increase the separation of duties within our management practice. As a response to these letters, the school has made operational changes, which are described in the FY19 Management letter attached to the audit linked above. We are proud of the work we have done, both academically and operationally, in the face of extraordinary challenges, and look forward to continuing to educate scholars for success in college and life of community engagement.

Sincerely,



Rosalind DaCruz
Head of School



Katharine Waller
Director of Finance and HR

Charter School Annual Performance Report

RISE Prep Mayoral Academy 2015-16

Primary Indicator: Academic Performance - School Performance

Indicator / Criteria	School's Rating	Rubric Rating Description	School Rating Detail
Annual Rating	Not Rated		The school did not receive a composite index score because it does not have tested grades for the statewide accountability system. The first tested grade will be third grade in 2018-2019. RIDE did not hold schools accountable to school specific goals in 2015-2016.

Primary Indicator: Academic Performance - School Comparison

Indicator / Criteria	School's Rating	Rubric Rating Description	School Rating Detail
Annual Rating	Not Rated		Academic Performance: School Comparison is only rated when a school receives a rating of "Approaches" or "Does Not Meet" for the Academic Performance: School Performance Annual Rating.

Sustainability Indicator 1: Financial Performance

Indicator / Criteria	School's Rating	Rubric Rating Description	School Rating Detail
Annual Rating	Not Rated		Financial Performance is rated based on the previous year's financial statements. 2015-16 was the first year of the school's existence. As such, no financial data is available for this year.

Sustainability Indicator 2: Organizational Performance

Indicator / Criteria	School's Rating	Rubric Rating Description	School Rating Detail
Annual Rating	Meets	For 2.1, 2.2, 2.4 and 2.5, no	All criteria of this indicator have been rated "Meets Expectations."

Charter School Annual Performance Report

RISE Prep Mayoral Academy 2015-16

	Expectations	more than one criterion is rated as "Approaches" and all others are rated as "Meets" or "Exceeds." AND 2.3 is rated as "Meets."	
<i>2.1 Organizational School-Specific Goals</i>	Not Rated		RIDE did not establish school specific goals in academic year 2015-16.
<i>2.2 School Environment</i>	Meets Expectations	The school's attendance rate equal to or greater than the state's average attendance rate as published by RIDE. AND There is evidence that the school regularly engages parents and families. AND at least 80% of students in non-break grades return to school the next year.	Family engagement: The school provided assurances of family engagement in the School-Prepared Annual Report. <i>Student attendance rate and student retention will not be a factor of this indicator until the 16-17 school year.</i>
<i>2.3 Equity and Access</i>	Meets Expectations	There is evidence the school is analyzing attrition data and is using attrition analysis in decision-making including ensuring that attrition is not occurring disproportionately for specific populations. AND There is evidence that the school implements recruitment, lottery and retention policies and procedures that address all	Recruitment & Lottery: No outstanding issues were identified. The school provided lottery data; lottery monitoring was not conducted for this review cycle. <i>Use of attrition data & applicant pool composition will not be a factor of this indicator until the 16-17 school year.</i>

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		<p>populations in their sending district. AND</p> <p>There is evidence that the applicant pool is representative of its sending communities, in line with the school's charter.</p>	
<i>2.4 Dissemination</i>	Not Rated		Dissemination efforts will be reported on beginning in the 16-17 school year.
<i>2.5 Board and Leadership Quality</i>	Meets Expectations	<p>The board and school leader engage in strategic and continuous improvement planning by setting, and regularly monitoring progress relative to: student academic success, priorities that are aligned with the school's mission, and educational philosophy. AND The board and school leader have and implement clear and well-understood systems for decision-making and communication processes. AND</p> <p>There is evidence that the Board holds the school leader accountable.</p>	<p>Board & School Leader Continuous Improvement: The school provided assurances of continuous improvement activities in the School-Prepared Annual Report.</p> <p>Board & School Leader Have Systems for Decision-making/Communication: The school provided assurances of decision making and communication systems in the School-Prepared Annual Report.</p> <p>Board Holds School Leader Accountable: The school provided assurances of holding school leader(s) accountable in the School-Prepared Annual Report.</p>

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Sustainability Indicator 3: Compliance

Indicator / Criteria	School's Rating	Rubric Rating Description	School Rating Detail
Annual Rating	Meets Expectations	All criteria associated with Federal law and regulation are rated as "Meets." AND No more than one criteria not associated with state law and regulation is rated as "Does Not Meet."	All criteria of this indicator have been rated "Meets Expectations."
<i>Student Rights (3.1 - 3.5)</i>	Meets Expectations	No unresolved material violations of law, regulation, rule or requirement as described in the Compliance Performance indicator.	<p>Office for Civil Rights: No outstanding issues were identified. Per agency practice, a formal review was not conducted.</p> <p>IDEA: No outstanding issues were identified. Per agency review cycle, a formal review was not conducted.</p> <p>Title III (English Language Learners): No outstanding issues were identified. Per agency review cycle, a formal review was not conducted.</p> <p>Title I (High Enrollment Low-Income): No outstanding issues were identified. Per agency review cycle, a formal review was not conducted.</p> <p>Enrollment Procedures: The school used RI Lottery form, submitted charter applicant report and has policies in place for conducting fair and equitable school lottery.</p>
<i>Employee Management (3.6 - 3.8)</i>	Meets Expectations	An unresolved material violations of law, regulation, rule or requirement as described in the Compliance Performance indicator was identified.	<p>Educator Certification: A review of certification compliance identified no outstanding issues.</p> <p>HR Procedures: The school provided assurances of documented employee rights in the employee handbook documents in their School-Prepared Annual Report.</p> <p>Educator Evaluation: A review of educator evaluation compliance</p>

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			identified no outstanding issues.
<i>Health and Safety (3.9-3.12)</i>	Meets Expectations	No unresolved material violations of law, regulation, rule or requirement as described in the Compliance Performance indicator.	<p>Facility Assurances: <i>Facility Assurances will not be a factor of this indicator until the 16-17 school year.</i></p> <p>School Health Services: No outstanding issues were identified in a review of the Annual School Health Report.</p> <p>Food Service: <i>Food Service will not be a factor of this indicator until the 16-17 school year.</i></p> <p>Behavior & Safety Policies: The school provided evidence of behavior and safety policies in the Annual School Health Report.</p>
<i>Educational Program (3.13-3.16)</i>	Meets Expectations	No unresolved material violations of law, regulation, rule or requirement as described in the Compliance Performance indicator.	<p>Educational Program: The school provided assurances of compliance with state, regulation and charter related educational program requirements in their School-Prepared Annual Report.</p> <p>Curriculum Standards: The school provided assurances that curriculum is aligned to state adopted standards in their School-Prepared Annual Report.</p> <p>Data Reporting: No outstanding issues were identified in educational program related reporting.</p> <p>School Day/Length Policy: The school provided assurances of these policies in their School-Prepared Annual Report for the Charter office.</p>
<i>School Leadership (3.17-3.19)</i>	Meets Expectations	No unresolved material violations of law, regulation, rule or requirement as described in the Compliance Performance indicator.	<p>Open Meetings and Ethics Policy: The school provided assurances of these policies in their School-Prepared Annual Report.</p> <p>Board Bylaws: The school provided assurances of these policies in their School-Prepared Annual Report.</p> <p>Conflict of Interest/Complaint Management: The school provided assurances of these policies in their School-Prepared Annual Report.</p>

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<p><i>Financial Management</i> (3.20 - 3.29)</p>	<p>Meets Expectations</p>	<p>No unresolved material violations of law, regulation, rule or requirement as described in the Compliance Performance indicator.</p>	<p>Annual Budget Submission/ Revisions: School complied with budget submissions.</p> <p>Quarterly Financial Reporting: School complied with Quarterly financial reports.</p> <p>UCOA Reporting: School complied with required UCOA reports and AUP Audit.</p> <p>Annual Financial Audit: 2015-16 was the first year of the school's existence. As such, the school's first audit for FY16 will be accounted for in the 2016-2017 performance report.</p> <p>Single Audit: N/A</p>
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Primary Indicator: Academic Performance - School Performance

Indicator / Criteria	School's Rating	Rubric Rating Description	School Rating Detail
Annual Rating	Not Rated		The school did not receive a composite index score because it does not have tested grades for the statewide accountability system. The first tested grade will be third grade in 2018-2019. RIDE did not hold schools accountable to school specific goals in 2016-2017.

Primary Indicator: Academic Performance - School Comparison

Indicator / Criteria	School's Rating	Rubric Rating Description	School Rating Detail
Annual Rating	Not Rated		Academic Performance: School Comparison is only rated when a school receives a rating of "Approaches" or "Does Not Meet" for the Academic Performance: School Performance Annual Rating.

Sustainability Indicator 1: Financial Performance

Indicator / Criteria	School's Rating	Rubric Rating Description	School Rating Detail
Annual Rating	Does Not Meet Expectations	For 1.1, 1.2, 1.3, 1.4, and 1.5, two or more criteria are rated as "Does Not Meet."	Criteria 1.1, 1.2, 1.3 and 1.5 have been rated "Does Not Meet Expectations." Criterion 1.4 has been rated "Approaches Expectations." Calculations are determined using the results of most recently available audited financial statements. For 2016-17, the ratings reflect the information in the FY16 audit for the organization.
<i>1.1 Current Ratio</i>	Does Not Meet Expectations	Current ratio is below .9	Current ratio was 0.34.



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<i>1.2 Unrestricted Days of Cash</i>	Does Not Meet Expectations	School has 15 days or less of unrestricted cash on hand	Unrestricted days of cash on hand was 11.47.
<i>1.3 Debt to Asset Ratio</i>	Does Not Meet Expectations	School's debt to asset ratio is greater than 1	Debt to asset ratio was 1.08.
<i>1.4 Total Margin & 3-Year Aggregate Total Margin</i>	Approaches Expectations	Aggregated three- year total margin is negative OR The most recent year total margin is negative.	The most recent year's total margin was -0.10. The three-year aggregate margin will include FY2016 – 18.
<i>1.5 Debt Service Coverage Ratio</i>	Does Not Meet Expectations	School's debt service coverage ratio is less than 1.1	The debt service coverage ratio was -109.47.

Sustainability Indicator 2: Organizational Performance

Indicator / Criteria	School's Rating	Rubric Rating Description	School Rating Detail
Annual Rating	Meets Expectations	For 2.1, 2.2, 2.4 and 2.5, no more than one criterion is rated as "Approaches" and all others are rated as "Meets" or "Exceeds." AND 2.3 is rated as "Meets."	All criteria of this indicator have been rated "Meets Expectations" with the exception of 2.5 which is rated "Approaches Expectations."
<i>2.1 Organizational School-Specific Goals</i>	Not Rated		School-specific goals were not established in academic year 2016-17.

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<p><i>2.2 School Environment</i></p>	<p style="text-align: center;">Exceeds Expectations</p>	<p>The school’s attendance rate equal to or greater than the state’s average attendance rate as published by RIDE. AND There is evidence that the school regularly engages parents and families. AND At least 80% of students in non-break grades* return to school the next year. AND The school’s waitlist comprises at least 50% of available seats for the current school year.</p>	<p>Student Attendance: The school’s attendance rate was 95.19%, greater than the state elementary school average of 94.62%</p> <p>Family engagement: The charter provided assurances of family engagement in the School-Prepared Annual Report.</p> <p>Student Retention: More than 80% of students enrolled at the end of the previous school year were also enrolled at the beginning of the following year.</p> <p>Waitlist: The school’s waitlist comprises more than 50% of seats available.</p>
<p><i>2.3 Equity and Access</i></p>	<p style="text-align: center;">Meets Expectations</p>	<p>There is evidence the school is analyzing attrition data and is using attrition analysis in decision-making including ensuring that attrition is not occurring disproportionately for specific populations. AND There is evidence that the school implements recruitment, lottery and retention policies and procedures that address all populations in their sending district. AND There is evidence that the applicant pool is representative of its sending communities, in line with the school’s charter.</p>	<p>Attrition Data: The charter provided assurances of attrition data analysis in the School-Prepared Annual Report.</p> <p>Recruitment & Lottery: No outstanding issues were identified. The school provided lottery data; lottery monitoring was not conducted for this review cycle.</p> <p>Applicant Pool: The charter’s applicant pool as submitted from the CSAR from the March 1, 2017 lottery shows applicants from Woonsocket, North Smithfield and Burrillville.</p>



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2.4 Dissemination	Meets Expectations	There is evidence that the school shares or attempts to share curricular and/or instructional resources and/or best practices	Sharing and Partnership: The charter provided assurances and descriptions of work related to sharing resources and practice.
2.5 Board and Leadership Quality	Approaches Expectations	<p><i>One of the following is true:</i> The board and school leader do not engage in strategic and continuous improvement planning by setting, and regularly monitoring progress relative to: student academic success, priorities that are aligned with the school’s mission, and educational philosophy.</p> <p>---</p> <p>The board and school leader does not have and implement clear and well-understood systems for decision-making and communication processes.</p> <p>---</p> <p>There is no evidence that the Board holds the school leader accountable.</p>	<p>Board & School Leader Continuous Improvement: The charter provided assurances of continuous improvement activities in the School-Prepared Annual Report.</p> <p>Board & School Leader Have Systems for Decision-making/Communication: The charter provided assurances of decision making and communication systems in the School-Prepared Annual Report.</p> <p>Board Holds School Leader Accountable: The charter did not provide assurances of holding school leader(s) accountable in the School-Prepared Annual Report.</p>



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Sustainability Indicator 3: Compliance

Indicator / Criteria	School's Rating	Rubric Rating Description	School Rating Detail
Annual Rating	Meets Expectations	All criteria associated with Federal law and regulation are rated as "Meets." AND No more than one criterion not associated with state law and regulation is rated as "Does Not Meet."	All criteria of this indicator have been rated "Meets expectations."
<i>Student Rights (3.1 - 3.5)</i>	Meets Expectations	No unresolved material violations of law, regulation, rule or requirement as described in the Compliance Performance indicator.	<p>Office for Civil Rights: No outstanding issues were identified. Per agency practice, a formal review was not conducted.</p> <p>IDEA: No outstanding issues were identified. Per agency practice, a formal review was not conducted.</p> <p>English Language Learners: No outstanding issues were identified as reviewed online by the Office of Student, Community and Academic Support.</p> <p>Title I (High Enrollment Low-Income): No outstanding issues were identified. Per agency review cycle, a formal review was not conducted.</p> <p>Enrollment Procedures: The school used RI Lottery form, submitted charter applicant report and has policies in place for conducting fair and equitable school lottery.</p>
<i>Employee Management (3.6 - 3.8)</i>	Meets Expectations	No unresolved material violations of law, regulation, rule or requirement as described in the Compliance Performance indicator.	<p>Educator Certification: A review of certification compliance identified no outstanding issues.</p> <p>HR Procedures: The charter provided assurances of documented employee rights in the employee handbook documents in their School-Prepared Annual Report.</p> <p>Educator Evaluation: A review of educator evaluation compliance</p>



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			identified no outstanding issues.
<i>Health and Safety (3.9-3.12)</i>	Meets Expectations	No unresolved material violations of law, regulation, rule or requirement as described in the Compliance Performance indicator.	<p>Facility Documentation & Assurances: The charter provided assurances of facilities inspections and documentation in their School-Prepared Annual Report.</p> <p>School Health Services: No outstanding issues were identified in a review of the Annual School Health Report.</p> <p>Food Service: No outstanding issues were identified. Per agency practice, a formal review was not conducted.</p> <p>Behavior & Safety Policies: The charter provided assurances of behavior and safety policies in the School-Prepared Annual Report.</p>
<i>Educational Program (3.13-3.16)</i>	Meets Expectations	No unresolved material violations of law, regulation, rule or requirement as described in the Compliance Performance indicator.	<p>Educational Program: The charter provided assurances of compliance with state, regulation and charter related educational program requirements in their School-Prepared Annual Report.</p> <p>Curriculum Standards: The charter provided assurances that curriculum is aligned to state adopted standards in their School-Prepared Annual Report.</p> <p>Data Reporting: No outstanding issues were identified in educational program related reporting.</p> <p>School Day/Length Policy: The charter school provided assurances of these policies in their School-Prepared Annual Report.</p>
<i>School Leadership (3.17-3.19)</i>	Meets Expectations	No unresolved material violations of law, regulation, rule or requirement as described in the Compliance Performance indicator.	<p>Open Meetings and Ethics Policy: The charter provided assurances of these policies in their School-Prepared Annual Report.</p> <p>Board Bylaws: The charter provided assurances of these policies in their School-Prepared Annual Report.</p> <p>Conflict of Interest/Complaint Management: The charter provided assurances of these policies in their School-Prepared Annual Report.</p>



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<p><i>Financial Management (3.20 - 3.29)</i></p>	<p>Meets Expectations</p>	<p>No unresolved material violations of law, regulation, rule or requirement as described in the Compliance Performance indicator.</p>	<p>Annual Budget Submission/ Revisions: The charter complied with budget submissions. Quarterly Financial Reporting: The charter complied with Quarterly financial reports. UCOA Reporting: The charter complied with required UCOA reports and AUP Audit. Annual Financial Audit: The charter’s audit was unqualified/unmodified and did not identify any significant deficiencies or weaknesses. Single Audit: N/A</p>
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Primary Indicator: Academic Performance - School Performance

Indicator / Criteria	School's Rating	Rubric Rating Description	School Rating Detail
Annual Rating	Not Rated		The school did not receive a star rating because it does not have tested grades for the statewide accountability system. The first tested grade will be third grade in 2018-2019. The school did not set school specific goals in 2017-18.

Primary Indicator: Academic Performance - School Comparison

Indicator / Criteria	School's Rating	Rubric Rating Description	School Rating Detail
Annual Rating	Not Rated		

Sustainability Indicator 1: Financial Performance

Indicator / Criteria	School's Rating	Rubric Rating Description	School Rating Detail
Annual Rating	Does Not Meet Expectations	For 1.1, 1.2, 1.3, 1.4, and 1.5, two or more criteria are rated as "Does Not Meet."	Criteria 1.1, 1.2, and 1.3 have been rated "Does Not Meet Expectations." Criterion 1.4 has been rated "Approaches Expectations." Calculations are determined using the results of audited financial statements. For 2017-18, the ratings reflect the information in the FY17 audit for the organization.
<i>1.1 Current Ratio</i>	Does Not Meet Expectations	Current ratio is below .9	Current ratio was 0.31.
<i>1.2 Unrestricted Days of Cash</i>	Does Not Meet Expectations	School has 15 days or less of unrestricted cash on hand	Unrestricted days of cash on hand was 1.13.



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1.3 Debt to Asset Ratio	Does Not Meet Expectations	School's debt to asset ratio is greater than 1	Debt to asset ratio was 1.96.
1.4 Total Margin & 3-Year Aggregate Total Margin	Approaches Expectations	Aggregated three- year total margin is negative OR The most recent year total margin is negative.	The most recent year's total margin was -0.14. The three-year aggregate margin will include FY16, FY17 and FY18.
1.5 Debt Service Coverage Ratio	Not Rated		The debt service coverage ratio is not rated. The charter did not have principal and interest payments in FY17.

Sustainability Indicator 2: Organizational Performance

Indicator / Criteria	School's Rating	Rubric Rating Description	School Rating Detail
Annual Rating	Meets Expectations	For 2.1, 2.2, 2.4 and 2.5, no more than one criterion is rated as "Approaches" and all others are rated as "Meets" or "Exceeds." AND 2.3 is rated as "Meets."	All criteria of this indicator have been rated "Meets Expectations" with the exception of 2.2 which is rated "Approaches Expectations."
2.1 Organizational School-Specific Goals	Not Rated		School-specific goals were not established in academic year 2017-18.
2.2 School Environment	Approaches Expectations	One of the following is true: The school's attendance rate is lower than the state's average attendance rate as published by RIDE. --- There is no evidence	Student Attendance: The school's attendance rate was 94.00%, less than the state elementary school average of 94.58% Family engagement: The charter provided assurances of family engagement in the School-Prepared Annual Report.

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		that the school regularly engages parents and families --- Fewer 80% of students in non-break grades return to school the next year.	Student Retention: More than 80% of students enrolled at the end of the previous school year were also enrolled at the beginning of the following year.
<i>2.3 Equity and Access</i>	Meets Expectations	There is evidence the school is analyzing attrition data and is using attrition analysis in decision-making including ensuring that attrition is not occurring disproportionately for specific populations. AND There is evidence that the school implements recruitment, lottery and retention policies and procedures that address all populations in their sending district. AND There is evidence that the applicant pool is representative of its sending communities, in line with the school's charter.	Attrition Data: The charter provided assurances of attrition data analysis in the School-Prepared Annual Report. Recruitment & Lottery: No outstanding issues were identified. The school provided lottery data; lottery monitoring was not conducted for this review cycle. Applicant Pool: The charter's applicant pool as submitted from the CSAR from the March 1, 2018 lottery shows applicants from Woonsocket, North Smithfield and Burrillville.
<i>2.4 Dissemination</i>	Meets Expectations	There is evidence that the school shares or attempts to share curricular and/or instructional resources and/or best practices	Sharing and Partnership: The charter provided assurances and descriptions of work related to sharing resources and practice.
<i>2.5 Board and Leadership Quality</i>	Meets Expectations	The board and school leader engage in strategic and	Board & School Leader Continuous Improvement: The charter provided assurances of continuous improvement activities in the

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		<p>continuous improvement planning by setting, and regularly monitoring progress relative to: student academic success, priorities that are aligned with the school’s mission, and educational philosophy.</p> <p>---</p> <p>The board and school leader have and implement clear and well-understood systems for decision-making and communication processes.</p> <p>---</p> <p>There is evidence that the Board holds the school leader accountable.</p>	<p>School-Prepared Annual Report.</p> <p>Board & School Leader Have Systems for Decision-making/ Communication: The charter provided assurances of decision making and communication systems in the School-Prepared Annual Report.</p> <p>Board Holds School Leader Accountable: The charter provided assurances of holding school leader(s) accountable in the School-Prepared Annual Report.</p>
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Sustainability Indicator 3: Compliance

Indicator / Criteria	School’s Rating	Rubric Rating Description	School Rating Detail
Annual Rating	Meets Expectations	All criteria associated with Federal law and regulation are rated as “Meets.” AND No more than one criterion not associated with state law and regulation is rated as “Does Not Meet.”	All criteria of this indicator have been rated “Meets Expectations” with the exception of 3.27 which is rated “Does Not Meet Expectations.”

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<p><i>Student Rights</i> (3.1 - 3.5)</p>	<p style="text-align: center;">Meets Expectations</p>	<p>No unresolved material violations of law, regulation, rule or requirement as described in the Compliance Performance indicator.</p>	<p>3.1: Office for Civil Rights: No outstanding issues were identified. Per agency practice, a formal review was not conducted.</p> <p>3.2: IDEA: No outstanding issues were identified. Per agency practice, a formal review was not conducted.</p> <p>3.3: English Language Learners: No outstanding issues were identified as reviewed online by the Office of Student, Community and Academic Support.</p> <p>3.4: Title I (High Enrollment Low-Income): No outstanding issues were identified. Per agency review cycle, a formal review was not conducted.</p> <p>3.5: Enrollment Procedures: The school used RI Lottery form, submitted charter applicant report and has policies in place for conducting fair and equitable school lottery.</p>
<p><i>Employee Management</i> (3.6 - 3.8)</p>	<p style="text-align: center;">Meets Expectations</p>	<p>No unresolved material violations of law, regulation, rule or requirement as described in the Compliance Performance indicator.</p>	<p>3.6: Educator Certification: A review of certification compliance identified no outstanding issues.</p> <p>3.7: HR Procedures: The charter provided assurances of documented employee rights in the employee handbook documents in their School-Prepared Annual Report.</p> <p>3.8: Educator Evaluation: A review of educator evaluation data identified discrepancies in evaluated personnel compared to reported personnel in the personnel assignment submission (PAS). Additionally, it is unclear why the BA is not evaluated using the RIDE model. While there are no unresolved materials violations, the discrepancies will be corrected in the following year.</p>
<p><i>Health and Safety</i> (3.9-3.12)</p>	<p style="text-align: center;">Meets Expectations</p>	<p>No unresolved material violations of law, regulation, rule or requirement as described in the Compliance Performance indicator.</p>	<p>3.9: Facility Documentation & Assurances: The charter provided assurances of facilities inspections and documentation in their School-Prepared Annual Report.</p> <p>3.10: School Health Services: No outstanding issues were identified in a review of the Annual School Health Report.</p>



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			<p>3.11: Food Service: No outstanding issues were identified. Per agency practice, a formal review was not conducted.</p> <p>3.12: Behavior & Safety Policies: The charter provided assurances of behavior and safety policies in the School-Prepared Annual Report.</p>
<i>Educational Program (3.13-3.16)</i>	Meets Expectations	No unresolved material violations of law, regulation, rule or requirement as described in the Compliance Performance indicator.	<p>3.13: Educational Program: The charter provided assurances of compliance with state, regulation and charter related educational program requirements in their School-Prepared Annual Report.</p> <p>3.14: Curriculum Standards: The charter provided assurances that curriculum is aligned to state adopted standards in their School-Prepared Annual Report.</p> <p>3.15: Data Reporting: No outstanding issues were identified in educational program related reporting.</p> <p>3.16: School Day/Length Policy: The charter school provided assurances of these policies in their School-Prepared Annual Report.</p>
<i>School Leadership (3.17-3.19)</i>	Meets Expectations	No unresolved material violations of law, regulation, rule or requirement as described in the Compliance Performance indicator.	<p>3.17: Open Meetings and Ethics Policy: The charter provided assurances of these policies in their School-Prepared Annual Report.</p> <p>3.18: Board Bylaws: The charter provided assurances of these policies in their School-Prepared Annual Report.</p> <p>3.19: Conflict of Interest/Complaint Management: The charter provided assurances of these policies in their School-Prepared Annual Report.</p>
<i>Financial Management (3.20 - 3.28)</i>	Does Not Meet Expectations	No unresolved material violations of law, regulation, rule or requirement as described in the Compliance Performance indicator.	<p>3.20: Annual Budget Submission/ Revisions: The charter complied with budget submissions.</p> <p>3.21: Quarterly Financial Reporting: The charter complied with Quarterly financial reports.</p>



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			<p>3.22-3.23: UCOA Reporting: The charter complied with required UCOA reports and AUP Audit.</p> <p>3.24-3.27: Annual Financial Audit: The charter's audit was unqualified/unmodified. A management letter did identify one material weakness (criterion 3.27) related to segregation of duties.</p> <p>3.28: Single Audit: N/A</p>
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RISE Prep Mayoral Academy | 2018-19

Primary Indicator: Academic Performance - School Performance

Indicator / Criteria	School's Rating	Rubric Rating Description	School Rating Detail
Annual Rating	Exceeds Expectations	5-star school OR 4-star school and the school is performing at the 5-star level for Achievement and Growth	The School's star rating was 5-stars and the school did not have RIDE-approved school specific goals in 2018-19.

Primary Indicator: Academic Performance - School Comparison

Indicator / Criteria	School's Rating	Rubric Rating Description	School Rating Detail
Annual Rating	Not Rated		Academic Performance: School Comparison is only rated when a school receives a rating of "Approaches" or "Does Not Meet" for the Academic Performance: School Performance Annual Rating.

Sustainability Indicator 1: Financial Performance

Indicator / Criteria	School's Rating	Rubric Rating Description	School Rating Detail
Annual Rating	Does Not Meet Expectations	For 1.1, 1.2, 1.3, 1.4, and 1.5, two or more criteria are rated as "Does Not Meet."	Criteria 1.1, 1.2, and 1.3 have been rated "Does Not Meet Expectations." Criterion 1.4 has been rated "Approaches Expectations." Calculations are determined using the results of audited financial statements. For 2018-19, the ratings reflect the information in the FY18 audit for the organization.
<i>1.1 Current Ratio</i>	Does Not Meet Expectations	Current ratio is below .9	Current ratio was 0.41.



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<i>1.2 Unrestricted Days of Cash</i>	Does Not Meet Expectations	School has 15 days or less of unrestricted cash on hand	Unrestricted days of cash on hand was 3.83.
<i>1.3 Debt to Asset Ratio</i>	Does Not Meet Expectations	School's debt to asset ratio is greater than 1	Debt to asset ratio was 1.15
<i>1.4 Total Margin & 3-Year Aggregate Total Margin</i>	Approaches Expectations	Aggregated three- year total margin is negative OR The most recent year total margin is negative.	The most recent year's total margin was 0.06. The three-year aggregate margin was -0.037
<i>1.5 Debt Service Coverage Ratio</i>	Not Rated		The debt service coverage ratio is not rated. The charter did not have principal and interest payments in FY18.

Sustainability Indicator 2: Organizational Performance

Indicator / Criteria	School's Rating	Rubric Rating Description	School Rating Detail
Annual Rating	Meets Expectations	For 2.1, 2.2, 2.4 and 2.5, no more than one criterion is rated as "Approaches" and all others are rated as "Meets" or "Exceeds." AND 2.3 is rated as "Meets."	All criteria of this indicator have been rated "Meets or Exceeds Expectations" with the exception of criterion 2.4.
<i>2.1 Organizational School-Specific Goals</i>	Not Rated		School-specific goals were not established in 2018-19
<i>2.2 School Environment</i>	Exceeds Expectations	The school's attendance rate equal to or greater than the	Student Attendance: The school's attendance rate was 95.1%, greater than the state elementary school average of 94.32%

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		<p>state’s average attendance rate as published by RIDE and there is evidence that the school regularly engages parents and families and at least 80% of students in non-break grades return to school the next year and the school’s waitlist comprises at least 50% of available seats for the current school year.</p>	<p>Family engagement: There is evidence from document review and the renewal site visit that the school engages parents and families.</p> <p>Student Retention: More than 80% of students enrolled at the end of the previous school year were also enrolled at the beginning of the following year.</p> <p>Waitlist: The school’s waitlist comprises more than 50% of seats available.</p>
2.3 Equity and Access	Meets Expectations	<p>There is evidence the school is analyzing attrition data and is using attrition analysis in decision-making including ensuring that attrition is not occurring disproportionately for specific populations. AND There is evidence that the school implements recruitment, lottery and retention policies and procedures that address all populations in their sending district. AND There is evidence that the applicant pool is representative of its sending communities, in line with the school’s charter.</p>	<p>Attrition Data: There is evidence from document review and the renewal site visit that the school tracks attrition data and reviews it with the board through a Head of School report.</p> <p>Recruitment & Lottery: There is evidence from document review and the renewal site visit that the school has established recruitment, lottery and retention policies. The March 1, 2019 lottery was monitored.</p> <p>Applicant Pool: The charter’s applicant pool as submitted from the CSAR from the March 1, 2018 lottery shows applicants from Woonsocket, North Smithfield and Burrillville, and the current student body reflects its three sending communities.</p>
2.4 Dissemination	Approaches Expectations	<p>There is little evidence that the school shares or attempts to</p>	<p>Sharing and Partnership: Document review and the renewal site visit showed that sharing best practices and resources is an area of</p>



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		share curricular and/or instructional resources and/or best practices	growth for the school as the organization matures. Some efforts have begun through a partnership with Building Excellent Schools for leadership fellows to shadow the Head of school for one to two months.
<i>2.5 Board and Leadership Quality</i>	Meets Expectations	The board and school leader engage in strategic and continuous improvement planning by setting, and regularly monitoring progress relative to: student academic success, priorities that are aligned with the school’s mission, and educational philosophy. AND The board and school leader have and implement clear and well-understood systems for decision-making and communication processes. AND There is evidence that the Board holds the school leader accountable.	<p>Board & School Leader Continuous Improvement: There is evidence from document review and the renewal site visit that the board and school leader are regularly monitoring progress related to student’s academic achievement and charter’s strategic priorities.</p> <p>Board & School Leader Have Systems for Decision-making/ Communication: There is evidence from document review and the renewal site visit that the board, school leaders and staff share a common understanding of the roles and responsibilities of each. The board delegates day-to-day management and educational program to the Head of School while the board manages the policies and finances.</p> <p>Board Holds School Leader Accountable: There is evidence from document review and the renewal site visit that the board holds the Head of School accountable through a designated committee annually.</p>

Sustainability Indicator 3: Compliance

Indicator / Criteria	School's Rating	Rubric Rating Description	School Rating Detail
Annual Rating	Meets Expectations	All criteria associated with Federal law and regulation are rated as "Meets." AND No more than one criterion not associated with state law and regulation is rated as "Does Not Meet."	All criteria of this indicator have been rated "Meets Expectations" with the exception of 3.27 which is rated "Does Not Meet Expectations."
<i>Student Rights (3.1 - 3.5)</i>	Meets Expectations	No unresolved material violations of law, regulation, rule or requirement as described in the Compliance Performance indicator.	<p>3.1: Office for Civil Rights: No outstanding issues were identified. Per agency practice, a formal review was not conducted.</p> <p>3.2: IDEA: No outstanding issues were identified. Per agency practice, a formal review was not conducted.</p> <p>3.3: English Language Learners: No outstanding issues were identified as reviewed online by the Office of Student, Community and Academic Support.</p> <p>3.4: Title I (High Enrollment Low-Income): No outstanding issues were identified. Per agency review cycle, a formal review was not conducted.</p> <p>3.5: Enrollment Procedures: The school used RI Lottery form, submitted charter applicant report and has policies in place for conducting fair and equitable school lottery.</p>
<i>Employee Management (3.6 - 3.8)</i>	Meets Expectations	No unresolved material violations of law, regulation, rule or requirement as described in the Compliance Performance indicator.	<p>3.6: Educator Certification: A review of certification compliance identified no outstanding issues.</p> <p>3.7: HR Procedures: There is evidence from document review and the renewal site visit of documented employee rights and procedures in the employee handbook.</p> <p>3.8: Educator Evaluation: A review of educator evaluation data</p>



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			identified no outstanding issues.
<i>Health and Safety (3.9-3.12)</i>	Meets Expectations	No unresolved material violations of law, regulation, rule or requirement as described in the Compliance Performance indicator.	<p>3.9: Facility Documentation & Assurances: The charter provided documentation of facilities inspections and other related documentation.</p> <p>3.10: School Health Services: No outstanding issues were identified in a review of the Annual School Health Report.</p> <p>3.11: Food Service: No outstanding issues were identified. Per agency practice, a formal review was not conducted.</p> <p>3.12: Behavior & Safety Policies: There is evidence from document review and the renewal site visit of student and employee handbooks with documented safety procedures, as well as behavior expectations.</p>
<i>Educational Program (3.13-3.16)</i>	Meets Expectations	No unresolved material violations of law, regulation, rule or requirement as described in the Compliance Performance indicator.	<p>3.13: Educational Program: There is evidence from document review and the renewal site visit that the school is practicing the essential educational program components defined by its charter and following state and federal requirements.</p> <p>3.14: Curriculum Standards: There is evidence from document review and the renewal site visit that curricula is aligned to statewide standards.</p> <p>3.15: Data Reporting: No outstanding issues were identified in education related reporting.</p> <p>3.16: School Day/Length Policy: There is evidence from document review and the renewal site visit that the school has adopted and implemented these policies.</p>
<i>School Leadership (3.17-3.19)</i>	Meets Expectations	No unresolved material violations of law, regulation, rule or requirement as described in the Compliance	<p>3.17: Open Meetings and Ethics Policy: There is evidence from school assurances, document review, and the renewal site visit that the board complied with posting agendas and minutes for public</p>

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		Performance indicator.	<p>meetings, public record requests and the Code of Ethics.</p> <p>3.18: Board Bylaws: There is evidence from document review and the renewal site visit that the board maintains and implements its bylaws.</p> <p>3.19: Conflict of Interest/Complaint Management: There is evidence from document review and the renewal site visit that the board has established policies and procedures for addressing conflicts of interest and complaints.</p>
<i>Financial Management (3.20 - 3.28)</i>	Does Not Meet Expectations	3.27: The school’s auditors determined the school had “significant deficiencies, or equivalents.”	<p>3.20: Annual Budget Submission/ Revisions: The charter complied with budget submissions.</p> <p>3.21: Quarterly Financial Reporting: The charter complied with Quarterly financial reports.</p> <p>3.22-3.23: UCOA Reporting: The charter complied with required UCOA reports and AUP Audit.</p> <p>3.24-3.27: Annual Financial Audit: The charter’s audit was unqualified/unmodified. A management letter did identify one material weakness (criterion 3.27) related to segregation of duties.</p> <p>3.28: Single Audit: N/A</p>